

Education  
International

# Worlds of Education

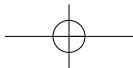
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## Universities go green. Unions confront climate change

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## Good news

# Roma students

In a momentous decision for Roma across Europe, the Grand Chamber of the European Court of Human Rights has ruled that segregating Roma students into "special" schools for children with learning disabilities is a form of unlawful discrimination.

"The court has made clear that racial discrimination has no place in 21st century Europe," said James A. Goldston, counsel for the plaintiffs and executive director of the Open Society Justice Initiative. "Roma children must have the same access to quality education as everyone else."



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Worlds of  
**Education**

## The next 15 years



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January 2008 marks the 15<sup>th</sup> anniversary of Education International.

We have come a long way from that historic day in Stockholm when 1,000 delegates from the World Confederation of Organisations of the Teaching Profession (WCOTP) and the International Federation of Free Teachers Unions (IFFTU) gathered to merge the two groups and create Education International.

Today EI is one of the largest democratic organisations in the world, with more than 30 million members in 170 countries and territories. Early childhood educators, school support workers, primary and secondary teachers, college and vocational teachers, university professors and researchers – all have a voice and a role in EI. Our members are amazingly diverse in terms of cultures and languages, but we all share the knowledge that the work we do every day makes an enormous difference in the lives of hundreds of millions of children and young people everywhere.

As EI, we fight for the rights of both education workers and students. Together we assert the universal right to free, high-quality education, the right to organise strong, independent and democratic trade unions, the right to professional autonomy and academic freedom. We know these rights are not won easily, and they must be defended wherever they are under threat.

That's why EI is taking the lead on issues such as Education For All, gender equality for women and girls, LGBT rights, the fight against child labour, prevention of HIV/AIDS and the struggle to build a more just, more fair world.

Of course much more remains to be done, and we will embrace those challenges in the next 15 years and beyond.

Fred van Leeuwen, EI General Secretary



# win in Court of Human Rights

The ruling, by a vote of 13 to four, came in D.H. and Others v. the Czech Republic, a case launched eight years ago by 18 Roma children who sought legal redress for the common practice of segregating Roma students, regardless of their intellectual abilities, into schools for the learning disabled.

The European Roma Rights Centre (ERRC) provided evidence based on research in the city of Ostrava that demonstrated school selection processes frequently discriminate on the basis of race. Among its findings:

- › Over half of the Roma child population is schooled in remedial special schools.
- › Over half of the population of remedial special schools is Roma.
- › Any Roma child is 27 times more likely to be placed in a school for the learning disabled than a non-Roma child.
- › Even where Roma children manage to avoid the trap of placement in remedial special schooling, they are most often schooled in substandard and predominantly Roma urban schools.

In the landmark decision, issued 14 November 2007, the European Court of Human Rights in Strasbourg awarded 4,000 Euros to each of the applicants in respect of non-pecuniary damage and 10,000 Euros jointly in respect of costs and expenses. The judgment is groundbreaking in a number of respects:

**Patterns of Discrimination:** For the first time, the Court found that a pattern of racial discrimination in a particular sphere of public life — public primary schools, in this case — is indeed a violation of the European Convention. Thus it addresses not only specific acts of discrimination, but also systemic practices.

**Segregation Is Discrimination:** The Court clarified that racial segregation which disadvantages members of a particular racial or ethnic group amounts to discrimination.

**Equal Access to Education for Roma is a Persistent Problem throughout Europe:** The Court went out of its way to note that the Czech Republic is not alone. Discriminatory barriers to education for Roma children exist in a number of European countries. [I](#)

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For more information:

[www.errc.org](http://www.errc.org)  
[www.justiceinitiative.org](http://www.justiceinitiative.org)



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Mainstream school welcoming Roma students in Razgrad, Bulgaria

## Breaking news

# Kenyan teachers respond to crisis

By Nancy Knickerbocker

The leaders and members of Kenya's education unions are struggling to respond to the post-election violence and unrest that have convulsed their country since late December.

Francis M. Ng'ang'a, Secretary General of the Kenya National Union of Teachers, said that the union is working on an emergency programme to bring affected members food, clothing, blankets, and medicines as well as trauma counselling and emotional support.

**"Teachers have been among those killed, but it is not known precisely how many," he said.**

The conflict began after the December 27 election, which returned President Mwai Kibaki by a narrow margin. The main opposition leader, Raila Odinga, says he was robbed of victory and Kibaki should stand down. International observers said the election fell so short of being free and fair that it is virtually impossible to tell who really won.

At least 1,000 people have been killed and 300,000 more displaced in the ensuing clashes, which have increased tribal tensions and even escalated into "ethnic cleansing" in some areas, according to Jendayi Frazer, the top US diplomat for Africa. United Nations officials are reported as saying that the government has failed to protect civilians, including girls who were being raped at camps for displaced persons.

KNUT has appealed to the government and political party leaders to embrace dialogue as the way to resolve the conflict, Ng'ang'a said.

At the same time, EI is working to implement a solidarity action plan in cooperation with KNUT. "Education is key to restoring tolerance, confidence and stability in Kenyan society," said EI General Secretary Fred van Leeuwen. "Teachers should and will take up their responsibility to respond to this crisis."

The impact on Kenya's public school system has been devastating in both urban and rural areas, affecting more than 10 million learners. The United Nations Country Team in Kenya reports that 1.7 million children in early childhood education institutions, 8 million children in primary schools,

1.1 million pupils in secondary schools and more than 100,000 university students have been affected.

There were delays of two weeks or more in opening primary and secondary schools as well as public universities for the new semester in January. Some schools may not be able to reopen as they were damaged extensively by violent mobs, Ng'ang'a said, and other school grounds are being used by the Red Cross as camps for displaced persons. Many teachers lost their homes through arson and looting, especially those who worked in the Rift Valley and other severely-affected regions. Some teachers fear for their safety and



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Displaced children in Tigani, west of Nairobi, Kenya



©EVELYN HOCKSTEIN/PHOTO NEWS

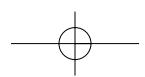
A woman tries to get inside her house as Kenyan forces storm through the slums in an attempt to quell riots

security, and are requesting transfers to less risky areas.

KNUT members have donated funds to the Kenya Red Cross to assist families and teachers in need, and appealed for further donations from well wishers. They have visited displaced persons in some Red Cross camps to gather information, and shared their knowledge with other stakeholders to help find a political solution to the crisis.

**"We have a lot of hope in the on-going negotiations for peace, initiated by eminent leaders in Africa led by the former U.N. Secretary General Mr. Kofi Annan," Ng'ang'a said.**

Mr. Annan heads a panel set up by the African Union, which includes former Tanzanian President Benjamin Mkapa and Graca Machel, wife of Nelson Mandela. |



## Guest speaker

# On not winning the Nobel Prize

By Doris Lessing



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## Begging for books

### Africans' hunger for learning haunts Nobel laureate

The 2007 Nobel Prize in Literature was awarded to British writer Doris Lessing, author of more than 50 books. She was born in Persia (now Iran) and grew up in Southern Rhodesia (now Zimbabwe.) A lifelong critic of colonialism and racism, Lessing has always retained her love for Africa. The excerpt is from the beginning of her Nobel lecture.

I am standing in a doorway looking through clouds of blowing dust to where I am told there is still uncut forest. Yesterday I drove through miles of stumps, and charred remains of fires where, in '56, there was the most wonderful forest I have ever seen, all now destroyed. People have to eat. They have to get fuel for fires.

This is north-west Zimbabwe in the early eighties, and I am visiting a friend who was a teacher in a school in London. He is here "to help Africa," as we put it. He is a gently idealistic soul and what he found in this school shocked him into a depression, from which it was hard to recover. This school is like every other built after Independence. It consists of four large brick rooms side by side, put straight into the dust, one two three four, with a half room at one end, which is the library. In these classrooms are blackboards, but my friend keeps the chalks in his pocket, as otherwise they would be stolen. There is no atlas or globe in the school, no textbooks, no exercise books, or biros. In the library there are no books of the kind the pupils would like to read, but only tomes from American universities, hard even to lift, rejects from white libraries, or novels with titles like *Weekend in Paris* and *Felicity Finds Love*.

There is a goat trying to find sustenance in some aged grass. The headmaster has embezzled the school funds and is suspended, arousing the question familiar to all of us but usually in more august contexts: How is it these people behave like this when they must know everyone is watching them?

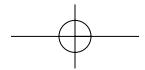
My friend doesn't have any money because everyone, pupils and teachers, borrow from him when he is paid and will probably never pay him back. The pupils range from six to twenty-six, because some who did not get schooling as children are here to make it up. Some pupils walk many miles every morning, rain or shine and across rivers. They cannot do homework because there is no electricity in the villages, and you can't study easily by the light of a burning log. The girls have to fetch water and cook before they set off for school and when they get back.

As I sit with my friend in his room, people drop in shyly, and everyone begs for books. "Please send us books when you get back to London," one man says. "They taught us to read but we have no books." Everybody I met, everyone, begged for books.

I was there some days. The dust blew. The pumps had broken and the women were having to fetch water from the river. Another idealistic teacher from England was rather ill after seeing what this "school" was like.

On the last day they slaughtered the goat. They cut it into bits and cooked it in a great tin. This was the much anticipated end-of-term feast: boiled goat and porridge. I drove away while it was still going on, back through the charred remains and stumps of the forest.

I do not think many of the pupils of this school will get prizes.



## “They taught us to read but we have no books.” Everybody I met, everyone, begged for books.

The next day I am to give a talk at a school in North London, a very good school, whose name we all know. It is a school for boys, with beautiful buildings and gardens.

These children here have a visit from some well known person every week, and it is in the nature of things that these may be fathers, relatives, even mothers of the pupils. A visit from a celebrity is not unusual for them.

As I talk to them, the school in the blowing dust of north-west Zimbabwe is in my mind, and I look at the mildly expectant English faces in front of me and try to tell them about what I have seen in the last week. Classrooms without books, without textbooks, or an atlas, or even a map pinned to a wall. A school where the teachers beg to be sent books to tell them how to teach, they being only eighteen or nineteen themselves. I tell these English boys how everybody begs for books: "Please send us books." I am sure that anyone who has ever given a speech will know that moment when the faces you are looking at are blank. Your listeners cannot hear what you are saying, there are no images in their minds to match what you are telling them – in this case the story of a school standing in dust clouds, where water is short, and where the end of term treat is a just-killed goat cooked in a great pot.

Is it really so impossible for these privileged students to imagine such bare poverty?

I do my best. They are polite.

I'm sure that some of them will one day win prizes.

Then, the talk is over. Afterwards I ask the teachers how the library is, and if the pupils read. In this privileged school, I hear what I always hear when I go to such schools and even universities.

"You know how it is," one of the teachers says.

### "A lot of the boys have never read at all, and the library is only half used."

Yes, indeed we do know how it is.  
All of us...

Very recently, anyone even mildly educated would respect learning, education, and our great store of literature. Of course, we all know that when this happy state was with us, people would pretend to read, would pretend respect for learning. But it is on record that working men and women longed for books, and this is evidenced by the founding of working men's libraries and institutes, the colleges of the 18th and 19th centuries.

Reading, books, used to be part of a general education.

Older people, talking to young ones, must understand just how much of an education

reading was, because the young ones know so much less. And if children cannot read, it is because they have not read.

We all know this sad story.

But we do not know the end of it.

We think of the old adage, "Reading maketh a full man" - and forgetting about jokes to do with over-eating - reading makes a woman and a man full of information, of history, of all kinds of knowledge.

But we in the West are not the only people in the world. Not long ago a friend who had been in Zimbabwe told me about a village where people had not eaten for three days, but they were still talking about books and how to get them, about education.... |

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To read the full speech,  
visit

[www.nobelprize.org](http://www.nobelprize.org)

## Education For All

# Despite 1,000 per cent increase, Zimbabwean teachers still struggle

Government in Zimbabwe has moved to stave off another crippling strike by awarding teachers an immediate 1000 percent pay rise.

A strike by teachers looked likely given the country's galloping inflation. In November last year teachers served notice they would strike if their salaries were not reviewed – no wonder. At present, the lowest paid teacher is taking home a paltry Z\$15 million, enough just to buy seven loaves of the cheapest quality bread!

With a government infected with corruption and seemingly incapable of managing the economy, Zimbabwe is in the midst of an unprecedented economic disaster. The official inflation level is 24,000 percent, but independent analysts say in reality it is over 100,000 percent.

The banking system does not have enough cash to service the population, leading to massive queues outside banks. Water and electricity shortages are commonplace. Add political repression to the mix and you have a recipe for the creation of political instability and economic refugees.

The two major teacher unions in the country are the Zimbabwe Teachers' Association (ZIMTA), an EI member, and the Progressive Teachers Union of Zimbabwe (PTUZ) which has applied for EI membership. Both unions were heading for a showdown with government over their demands for better wages.

Under the new pay structure, a junior teacher will earn a gross salary of Z\$260 million. This is broken down into a Z\$150 million basic,

Z\$78 million transport allowance and Z\$30 million in housing allowances. Senior teachers will earn in the region of Z\$330 million. Additionally, transport and housing allowances will be exempt from tax.

The PTUZ says the government should pay teachers salaries of Z\$526 million a month including allowances. In a circular to its members, PTUZ secretary general Raymond Majongwe said the ever-increasing cost of living in Zimbabwe had forced the union to drastically revise upwards its salary demands. He maintained that the increases would do little to protect teachers from the harsh reality of a hyperinflationary environment.

As a result of a series of strikes last year, their salaries were raised to Z\$15 million. The new offer of a 1000% pay hike is almost exactly what the unions had demanded. The problem is, from the time the demands were made in November up to now, prices of basic commodities and services have gone up substantially.

The country has been rocked by several strikes in the past few months. Doctors, nurses, magistrates and other court staff are on strike over poor wages. Although government tabled offers in the region of 600 percent, these have so far been turned down. Some doctors and nurses have gone back to work on humanitarian grounds, but their unions insist the majority are on strike and continue to negotiate with government for better deals.

In the meantime, Education Minister Aeneas Chigwedere warned teachers not to hold the

government to ransom adding that the government would "deal with militants" who wanted to incite teachers to strike.

**"As the government, we have our workers at heart but people should not make outrageous demands. We are looking into the (salary) awards for teachers for 2008 and I am sure they will be happy" said M. Chigwedere.**

However, the PTUZ estimates that in 2007, over 25,000 teachers quit their jobs and left the country for menial jobs mostly in South Africa, Zimbabwe's prosperous southern neighbour, while others have gone to Britain and Australia. The trend looks set to continue.

Prepared with files from journalists Patricia Mpofu and Lance Guma. [I](#)

## Union rights

# France: Teachers worried about Sarkozy reforms

By Claude Carroué

**“The education public service deserves an ambitious policy. Unfortunately, the service is coming under pressure today due to job cuts.”**



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This worrying observation by Patrick Gonthier, EI Vice-President for Europe and General Secretary of the trade union federation UNSA Education, can be seen at all levels in French education.

About 6,000 teaching jobs cut this year and over 10,000 more will be lost next school year. One public servant in two who retires will not be replaced. Contractualisation of relations between the individual teacher and the school. Widening of the competences of school principals, particularly as regards teacher recruitment and assessment. Service rules seen more as a yoke than a collective guarantee. Greater autonomy for universities.

Eight months after it came to power, these are the major reforms initiated by the government of French President Nicolas Sarkozy. “In 2008 the policy of civilisation will find expression in schools” and “in the radical modernisation of our universities,” he reaffirmed at a press conference on 8 January. “The school must once again become everyone’s business, not only that of specialists”.

Everyone’s business, certainly, but “everyone’s success and the global raising of the level of education are no longer in perspective,” according to Michel Fouquet, National Secretary of SNEP-FSU, the national physical

education trade union. The union regrets the construction of a “two-speed school.” On the contrary, Fouquet proposes “an ambitious and demanding school for everyone, one which fights against social determinisms.”

For Gilles Moindrot, General Secretary of SNUipp-FSU, the leading union of primary school teachers, “it is the new reorganisation of school time that is most talked about in the schoolyard.” The Ministry of Education has just decided that next school year Saturday morning classes will be discontinued. In nursery and elementary schools this will lead to more overloaded classes. Even more seriously, major difficulties will probably be encountered when it comes to introducing new forms of organisation of work, developing team work and the vocational training of teachers.

For its part, UNSA Education denounces a provocative attack on the right to strike of primary school teachers: the government plans to use funds saved by not paying striking teachers to keep childcare centres open during strikes.

“Teaching jobs are seen as being less and less attractive,” according to Odile Cordelier of SNES, the main secondary education union. Cordelier says SNES members are concerned about developments relating to the assignments and service conditions of teaching staff, and massive increases in overtime. On the actual structure of the educational system, SNES notes that the Minister of Education, Xavier Darcos, is making more and more announcements without any consultation whatsoever with teachers’ trade unions.

As for universities, UNSA Education observes that the “reform of governance” of universi-

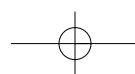
ties could call into question the principle of the management of universities by the academic community, without giving them the resources that they need.

Faced with the absence of genuine negotiations on salaries and the organised dismantling of the public service through the mass elimination of jobs in their sector, the education federations (FAEN, FERC-CGT, FSU, SGEN-CFDT, UNSA Education and Sud Education) have joined up with the civil servants’ federations. They succeeded in strongly mobilising teachers, from nursery school to university level, in the nation-wide strike on 24 January. **I**



Teachers demonstrating in Lille, January 24.

©KARINE BOULONNE/SNES



## Cover story

# Universities go green



Is climate change a trade union issue? Activists at the University and College Union in the UK believe the answer to that question is an emphatic, "Yes!"

Take a quick look around the world and it's easy to see why. Polar ice caps melt. Equatorial rain forest burns. Australia suffers devastating droughts, while England faces the worst floods in memory. Extreme weather events are causing upheaval, hunger, disease and death worldwide.

The UCU's Brian Everett says we have to think about the crisis of climate change in a new and bigger way, especially since so far there is little policy on it within the labour movement, including education unions.

El made an important start last July with a resolution passed at World Congress in Berlin, which commits us to "both informing and acting on the urgent issue of environmental awareness and global warming," from the grassroots to the global stage.

The UCU then rang the alarm bell at the 6th International Higher Education and Research conference in Málaga last November. UCU officials Brian Everett and Rob Copeland said that academics should act in both their professional role and their trade union role to promote sustainable development.

"The world's universities are huge producers of carbon emissions. Unless they take action quickly, their continuing contribution to global warming will be substantial," Everett said. He acknowledged that reducing carbon emissions will inevitably impact on jobs, and

terms and conditions of work, but the scope of the problem demands action.

"This is much bigger than we expected," Everett said. "Ironically, it is in those very universities that research is carried out to find means of reducing carbon emissions. But this in itself is not enough. Trade unionists within universities must negotiate with their employers to help them reduce their environmental impact. We'd like to see carbon emissions and other environmental concerns become negotiable issues."

The UCU is urging unions to recruit environment reps who would promote environmentally positive policies and practices in the workplace. A variety of issues aimed at reducing carbon emissions could be brought to the bargaining table. These include: design and use of buildings to reduce energy consumption, commuting and home working, changing work patterns, and reducing staff and student travel.

Everett and Copeland noted the inherent contradictions of flying to a distant conference to discuss saving energy. They also

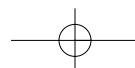
raised other dilemmas: for example, how is the enormous educational value of international student exchange to be weighed against the environmental impact of their journeys?

They encouraged educators to bring awareness of climate change into their course content, thus contributing to the "greening" of the curriculum.

The UCU cautioned that there could be risks for academic staff who raise controversial issues or "blow the whistle" on the unacceptable practices of employers. Researchers who feel ethically obliged to report information in the public interest will need strong advocates within their unions to protect their academic freedom and employment rights.

Everett and Copeland also urged trade unions to examine their own energy consumption, and try to reduce their own carbon footprints. They could consider using more tele-conferencing and fewer face-to-face meetings, while retaining their democratic procedures.

**"Addressing the threat of climate change will entail a transition to new patterns of production, consumption and employment."**  
**Juan Somavia, ILO General Secretary.**



# Confronting climate change

## Role of the teaching profession

Work towards greening the curriculum.  
Engage in research into climate change.  
Assert academic freedom rights.  
Protect whistleblowers.  
Uphold international responsibilities.

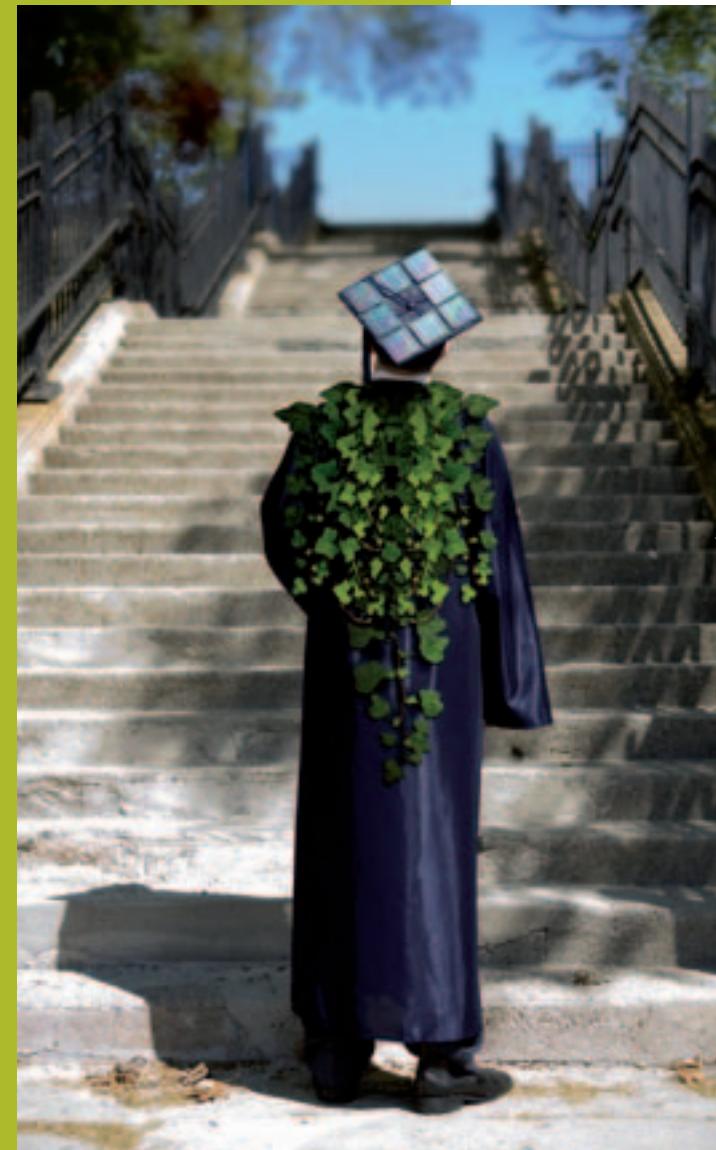
## Recommendations for education unions

Consider introducing environmental representatives in union structures.  
Stimulate development of an international network of scholars.  
Draw up priority areas for research and action on climate change.  
Continue work on academic mobility within the context of climate change.  
Organise a virtual round table on the issue of climate change.

# University calculates its carbon footprint

City University in London investigated its environmental footprint based on quantifiable elements such as building energy use, waste centre landfill, and travel by students and staff. The university has about 2,000 staff and 24,000 students from over 150 countries.

Scientists calculated that the institution emits an astonishing 12,283 tonnes of carbon a year -- roughly equivalent to filling 69,834 of England's famous red double-decker buses! About 87% of these emissions related to energy use in buildings.

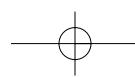


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To learn how your union can host a sustainable, carbon neutral conference, visit the David Suzuki Foundation web site:

[www.davidsuzuki.org/Climate\\_Change/What\\_You\\_Can\\_Do](http://www.davidsuzuki.org/Climate_Change/What_You_Can_Do)



## Higher Education

# Gender equity remains elusive for female academics

Although they have made significant progress, women in academia continue to face persistent barriers to professional equality, particularly in fields such as computer science and engineering.

Experts from many countries presented papers on the theme of "Advancing Gender Equity" at the 6th International Conference on Higher Education and Research.

Vanja Ivosevic from Croatia reported on a study undertaken for Education International that aimed to map the current global situation for women building careers in higher education. Data are scarce at the world level, she said, especially about academic women's working conditions and employment status. However, UNESCO figures indicate that of roughly 88 million higher education students worldwide, 46.8% are women.

Ivosevic noted that while women have higher graduation rates and lower dropout rates at the first level of higher education, their participation drops off dramatically by the PhD level.

The percentage of women working as academic staff ranges from less than 20% in Sub-Saharan Africa and Arab states to 50% in the former Soviet states in Central and Eastern Europe. Women are concentrated in the lower ranks of faculty positions and they face significant pay gaps compared with male colleagues. They are also more likely to hold part-time or non-tenure track positions, Ivosevic added.

Dr. Carolyn Allport, President of the National Tertiary Education Union in Australia, said her union has a long history of conducting research on pay equity and now is planning another major study. "We have a high regard for the necessity to address pay inequity," she said.

The NTEU has seen a huge increase in female participation, so that now 57% of higher education staff in Australia are women. At the same time, the university sector is becoming less attractive to men due to declining wages and status of academic positions, which are increasingly casualised, Allport said.

She described three sources of inequity: gender discrimination, occupational segregation by gender, and gender-based assumptions about family responsibilities.

The challenge of balancing a scholarly career and an active family life is particularly difficult in Australia, where there are no government-funded maternity benefits, Allport noted. While female academics often choose to work part-time in order to meet family duties, male academics tend to work part-time in order to pursue additional studies. Not surprisingly, the barriers at the PhD level are significant for women of child-bearing and child-rearing age.

Allport suggested several strategies for academic unions:

- › Work collaboratively with employers and involve management in addressing gender inequity.
- › Undertake pay equity audits to document wage gaps and identify inequalities. This can be particularly useful prior to opening a round of collective bargaining.
- › Seek legislative redress for historic and ongoing pay inequities.
- › Review job classification systems to see how they can be made fairer, and monitor promotion outcomes.

Soledad Ruiz Seguin, Director of the Andalusian Women's Institute, described the 20th Century as the era of the revolution in women's rights and especially in terms of women's access to education.

Women in Spain have made tremendous progress in the 75 years since they won the right to vote, Ruiz said. Today, 60% of Spanish university graduates are female and, by contrast to most other countries, women have achieved gender parity at the doctoral level.

However, Spanish women still face considerable discrimination in terms of

“While female academics often choose to work part-time in order to meet family duties, male academics tend to work part-time in order to pursue additional studies.”



research funding, Ruiz said, with only 40% of all research grants going to females.

The Andalusian Women's Institute is responsible for the adaptation and implementation of national legislation fostering gender equity. It also has undertaken a number of initiatives to improve opportunities and working conditions for women in academia. These include:

- › Support for young women researchers;
- › Establishing child care facilities on university campuses;
- › Encouraging universities to make equity plans;

- › Negotiating agreements with the 10 Andalusian universities to grant recognition of the academic value of Gender and Women's Studies;
- › Advocacy and support in cases of gender violence in the workplace.

Ruiz said that the women in Andalusia have had good results to date, but much remains to be done. She urged scholars to share feminist knowledge in their classrooms, and to assert values of equity and social justice in education policy and on their campuses. ■



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## International Women's Day

# Books and bread and roses: EI poster

International Women's Day has its roots in events more than 150 years ago, but 2008 is the 100th anniversary of women taking collective action on 8 March.

In 1908, members of the International Ladies Garment Workers' Union in New York marched to demand the right to vote, freedom from sweatshops and an end to child labour. Since then women have continued to mobilize on 8 March to assert equal rights, campaign for peace, and celebrate progress. The United Nations recognised the day in 1975.

To mark the 100-year milestone, EI asked Argentine artist Nora Patrich to create a commemorative poster. It portrays women of diverse cultures carrying books, symbolic of education, and bread and roses, the symbols of International Women's Day. Together the women are emerging from a darkened doorway into the light of sisterhood and solidarity.

A painter, muralist and sculptor with a long history of activism, Patrich was honoured last autumn by EI affiliate CTERA with its prestigious "Maestro de Vida" award, granted to people whose life and work embody the social justice values CTERA promotes.

"It was tremendously emotional for me to receive the Maestro de Vida," Patrich said. "I felt so honoured to share something that has also gone to [legendary singer] Mercedes Sosa, and the Mothers and Grandmothers of the Plaza de Mayo, and others I respect so much."

Part of the generation that came of age during the "Dirty War," Patrich was forced into exile with two young children after her husband was assassinated in 1977. In all, she lost seven family members to the Argentine military and death squads -- losses that continue to fuel her passion for justice in life, and beauty through art. **I**

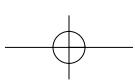
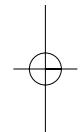
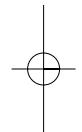
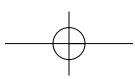


©GABRIELA STERNBERG

INFO

To see more of Patrich's work, visit [www.norapatrich.com](http://www.norapatrich.com)

To request copies of the poster, write to [editor@ei-ie.org](mailto:editor@ei-ie.org)







## Journée Internationale de la Femme 2008 Internationale de l'Éducation: Solidarité avec les femmes à travers le monde

Women's Day 2008 Education International-Sisterhood and solidarity worldwide

 [www.ei-ie.org](http://www.ei-ie.org)

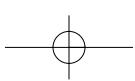
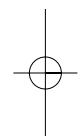
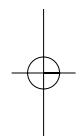
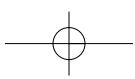
**Education International:Sisterhood  
and solidarity worldwide**

## Día Internacional de la Mujer 2008 La Internacional de la Educación: Compañeras solidarias a través del mundo

 [www.ei-ie.org](http://www.ei-ie.org)

**International Women's Day 2008  
Solidarity and sisterhood worldwide**

*La Journée Internationale de la Femme 2008 Internationale de l'Éducation: Solidarité avec les femmes à travers le monde*  
*Le Journee Internationale de la Mujer 2008 La Internacionale de la Educación: Solidaridad con las mujeres a través del mundo*  
*International Women's Day 2008 International-Sisterhood and solidarity worldwide*  
*International Women's Day 2008 Internationale de l'Education: Solidarite avec les femmes a travers le monde*



## Development Cooperation

# New website on EI's Development Cooperation projects worldwide

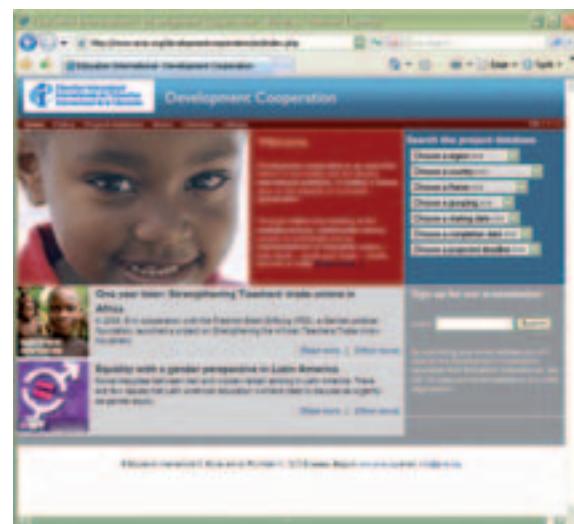
Young, smiling faces. Eager to learn. And thankful for the chance international solidarity gives them to get educated.

Every time you log onto EI's new website, you will see the picture of a different child and you will gain a sense of the many contributions that education trade unions are making to development cooperation projects around the world.

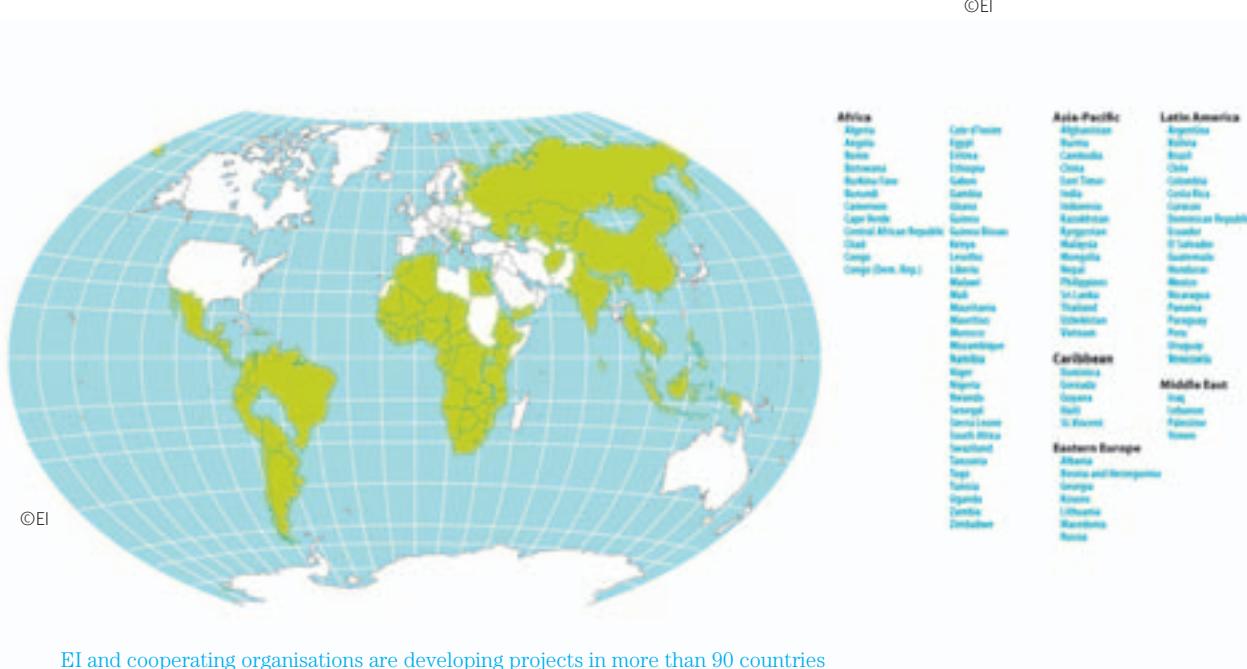
The EI Development Cooperation website provides the visitor with an overview of the projects EI member organisations are conducting through mutual cooperation, to not only further the cause of teacher organisations in every country, but also to promote peace, democracy, social justice and equality around the world.

All projects are carried out through partnerships formed by teacher unions and coordinated through EI. They aim to empower education unions to be independent, autonomous and democratic, in order to represent, defend and promote effectively the interests of their members and the quality of education.

A major feature of the new website is the Project Database which contains the details of all the projects carried out by EI member organisations. Visitors to the site are able to search for a project by date, host country, region and theme.



QF



IEI and cooperating organisations are developing projects in more than 90 countries

As an integrated component of the EI Web Portal, projects carried out in a country are also automatically displayed in the relevant country profile on the website of the *EI Barometer. Education International's Barometer of Human and Trade Union Rights* provides the most comprehensive report yet of the state of human and labour rights and the provision of quality education in countries around the world. This connection enables the visitor to get a comprehensive picture of not only the projects carried out in this country, but the whole educational and social situation within the country as well.

On this new website, individuals can also sign up to receive the Development Cooperation Bulletin by email or consult EI's new brochure *Solidarity in action around the world: Union to Union--Teacher to Teacher.* **I**

### INFO

For more information, please visit:

[http://www.ei-ie.org/developmentcooperation.](http://www.ei-ie.org/developmentcooperation)

### EI in solidarity

As educators and trade unionists, the members of Education International care deeply about their colleagues and students around the world.

We express our concern by acting in solidarity with others in need, whether they face poverty, repression, natural disasters, war or other catastrophic situations.

**Solidarity is not charity.** EI, member unions, and cooperating partners work to develop authentic partnerships based on mutual respect and shared learning. Together we contribute about €3 million a year to international solidarity.

## Global Action Week 2008

# Millions will mobilize for quality education to end exclusion

This year EI, in cooperation with the Global Campaign for Education, is planning the biggest-ever Global Action Week to continue the worldwide effort to achieve Education For All by 2015. Halfway to the deadline for the EFA goals, this year's advocacy is crucial. Activists everywhere are gearing up for an event-filled week that will make improvements in schools around the globe.

This year's theme is "Quality Education to End Exclusion." About 72 million children are excluded from schooling and 774 million adults lack basic literacy skills. Some of these children are excluded due to disability or gender, others because of war and conflict in their countries, still others because of poverty or child labour. Whatever the reason, these millions of people are being denied a fundamental human right – and that's just plain wrong!

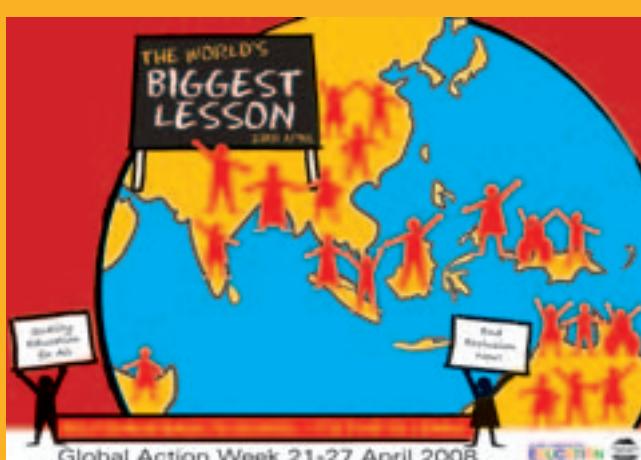
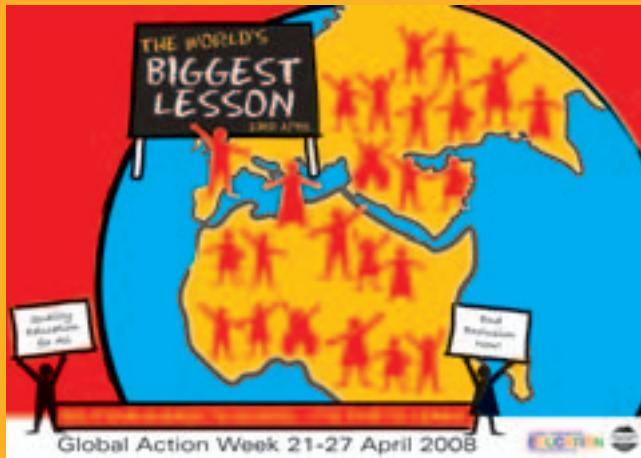
The right to education was enshrined in the Universal Declaration of rights in 1949. Governments have promised that education will be available to all by 2015. But at current rates of progress, that target will not even be unless the world accelerates the action on EFA.

Part of our plan this year is to send as many politicians as possible back to school, and to involve so many people in teaching them about the need for quality education so that we set a world record for the biggest lesson in history! Together we're demanding that world leaders take urgent action to get everyone into school. Poor countries must agree to implement long term education plans, and rich countries must support these plans and make the much-needed resources available.

Significant progress has been made since 2000, but much remains to be done:

- › In 2005 as many as 94 countries missed the first Millennium Development Goal – getting an equal number of boys and girls into primary and secondary school.
- › In order to reach the goal of universal primary education by 2015, all children need to have started school by 2009. That means enrolling 73 million children in the next year!
- › 18 million more teachers are needed if every child is to get a quality education.
- › To get every child into school will cost \$9 billion a year. For children and adults to get the quality education that has been promised to them will cost \$16 billion a year.
- › If all G7 countries (Canada, France, Germany, Italy, UK & US) actually gave the \$5 billion aid they have promised, it would enable 60 million children to go to school. (That \$5 billion is equivalent to European nations' spending on farming subsidies or the cost of four US Stealth Bomber planes.)

The World's Biggest Lesson will be taught on 23rd April 2008. Let's make it a learning experience that children and adults the world



©EI/CME

over will never forget! You'll find everything you need to organise your activities at: [www.ei-ie.org/globalactionweek](http://www.ei-ie.org/globalactionweek)

- › Background information on EFA and forms of exclusion
- › Answers to frequently asked questions (FAQs)
- › Lesson plan, activity outline and fact sheet
- › Authentication forms to send to Guinness World Records

#### It's not too late to get involved!

EI is urging education unions, EFA country coalitions, teachers, parents, students and all concerned citizens to get involved in this year's national Global Action Week activities.

EI will provide affiliates with campaign materials (posters, leaflets, stickers, etc.) or they can simply be downloaded from our website.

Affiliates in developing countries can also apply for grants to help with the costs of mounting campaign activities. |

In January the Global Campaign for Education held its Congress in Sao Paulo, Brazil. In elections for the GCE board, delegates unanimously re-elected as President Kailash Satyarthi, Chairperson of Global March Against Child Labour and founder of Bachpan Bachao Andolan (Save the Childhood Movement). As well, Assibi Napoe, EI's Chief Regional Coordinator for Africa, was elected chair of the GCE Board. She succeeds Elie Jouen, EI Deputy General Secretary. Gaston De La Haye, EI Deputy General Secretary, was also elected member of the board.

## Human and trade union rights

# Iran: Crackdown on activists

Iran's relentless intimidation and harassment of teachers shows no sign of abating. Indeed, the worsening situation has caused human rights defenders to speak out about a crackdown by the government of Iranian President Mahmoud Ahmadinejad.

Nobel laureate Shirin Ebadi's Centre for the Defenders of Human Rights issued a report saying that there was a noticeable increase in pressure on student activists, unionists and teachers. Along with many arrests, prominent university professors have been sacked for "alternative thinking" and hun-

undreds of students have been banned from studying for “political or ideological reasons.”

On 14 December 2007, nine Iranian teachers were sentenced to 91 days imprisonment by a criminal court of the province of Hamadan for participating in peaceful protests to demand labour rights and decent wages.

They were among the thousands of Iranian teachers and academic workers who participated in a spirited nationwide movement to



© E

## Mohammad Khaksari addressing EI's Congress

denounce the terrible working conditions and pitiful livelihoods to be made in education. The government's response was swift and violent: threats, beatings, arrests, dismissals, and suspensions.

Unfortunately, the Iran Teachers Trade Association reports a continuing pattern of abuse. ITTA figures show that more than 700 teachers who were identified with last year's protests have suffered pay cuts. Another 86 teachers have been suspended and 39 more teachers have been banned from their classrooms.

It gets worse: The union has also gathered evidence that 286 security files have been opened on teachers who were arrested during the protests. Security forces also seek to intimidate union officials, and to prevent them from seeking membership in Education International.

Mohammad Khaksari, the ITTA representative who attended the EI World Congress in Berlin last July, was arrested at the airport upon his return to Tehran. He was released, but his



©KOSOOF.COM

# Colombia: Lives of teacher trade unionists remain at risk

passport was confiscated. He has been abducted two additional times since.

Khaksari was summoned to court last October to face charges of "conspiring and acting against the national security by participating in illegal gatherings and providing information to the country's enemies." He was condemned on 2 January 2008 by the Tehran Revolutionary Court to a one-year suspended prison sentence. If he commits any crime within two years, the suspended sentence will be enforced.

Khaksari is not the only teacher unionist facing harassment. Aliakbar Baghani, the Superintendent of the Teacher's Trade Association, is experiencing similar attacks. Both men's apartments were raided and their computers were taken away, along with all the documents relating to their organization's applications for membership in EI.

"The situation of teachers is not getting better," Khaksari said. He and colleagues tried to meet their parliamentary representatives, but only three members agreed to meet. "Teachers, trade unionists and students are treated as if they were criminals," he said.

EI General Secretary Fred van Leeuwen said the international trade union movement is watching the situation in Iran with a great deal of concern. EI is considering sending an international mission to Iran to assess the situation of teachers and their unions, and to pledge EI's support for their legitimate struggle to improve teaching conditions in Iran. ▀

The brutal cycle of violence against teacher trade unionists in Colombia continues.

Particularly shocking was the killing of two teacher trade unionists within a five-day period last November. Education International expressed outrage at the brutal murders of Leonidas Silva Castro and Mercedes Consuelo Restrepo Campo, who were assassinated on 2 and 7 November 2007 respectively.

Silva Castro was murdered in his home in the Barrio Prados del Norte neighbourhood in the town of Villacaro. Silva Castro, an active member of ASINORT, an affiliate of FECODE, had just come home from a trade union event.

Only five days later, Restrepo Campo was shot dead outside San Juan Bosco school in the town of Cartago. She was the victim of a drive-by shooting by two armed men on a motorcycle. Restrepo Campo, a teacher for 30 years, served on the executive board of SUTEV, a regional affiliate of EI member FECODE, in the department of Valle de Cauca.

Colombia remains the most dangerous country in the world to be a trade unionist. A shocking 310 teachers were murdered in Colombia between 2000 and 2006, according to *Education Under Attack*, a UNESCO report published in 2007. At least 33 teacher trade unionists were killed in 2006 alone, according to the Colombian Human Rights Commission.

The *EI Barometer of Human and Trade Union Rights* found that violence against Colombian trade unionists is endemic. Union leaders are targets of attacks by armed groups for political reasons. Teachers, who make up almost one-third of the organised work force, are especially targeted. They are often killed because their education makes them stand out from the population. Many become civic leaders and this also puts them at risk.

Targeting of teachers is becoming a matter of national concern because it is more and more difficult to find teachers willing to work in parts of the country where there is active conflict. Those who do take up posts in unstable areas often end up fleeing.

"It is a vicious circle," said Julio Roberto Meier, the representative of the United Nations High Commission for Refugees in Colombia. "Teachers are forced to displace because of the internal armed conflict, but the absence of a teacher makes the children even more vulnerable and perpetuates the cycle of underdevelopment and violence."

EI strongly condemns these assassinations and calls on the government of Colombia to bring those responsible to justice. ▀

## EFA and HIV/AIDS

# India: The need for sex education in schools

By Dharam Vijay Pandit, General Secretary, All India Federation of Teachers Organisations

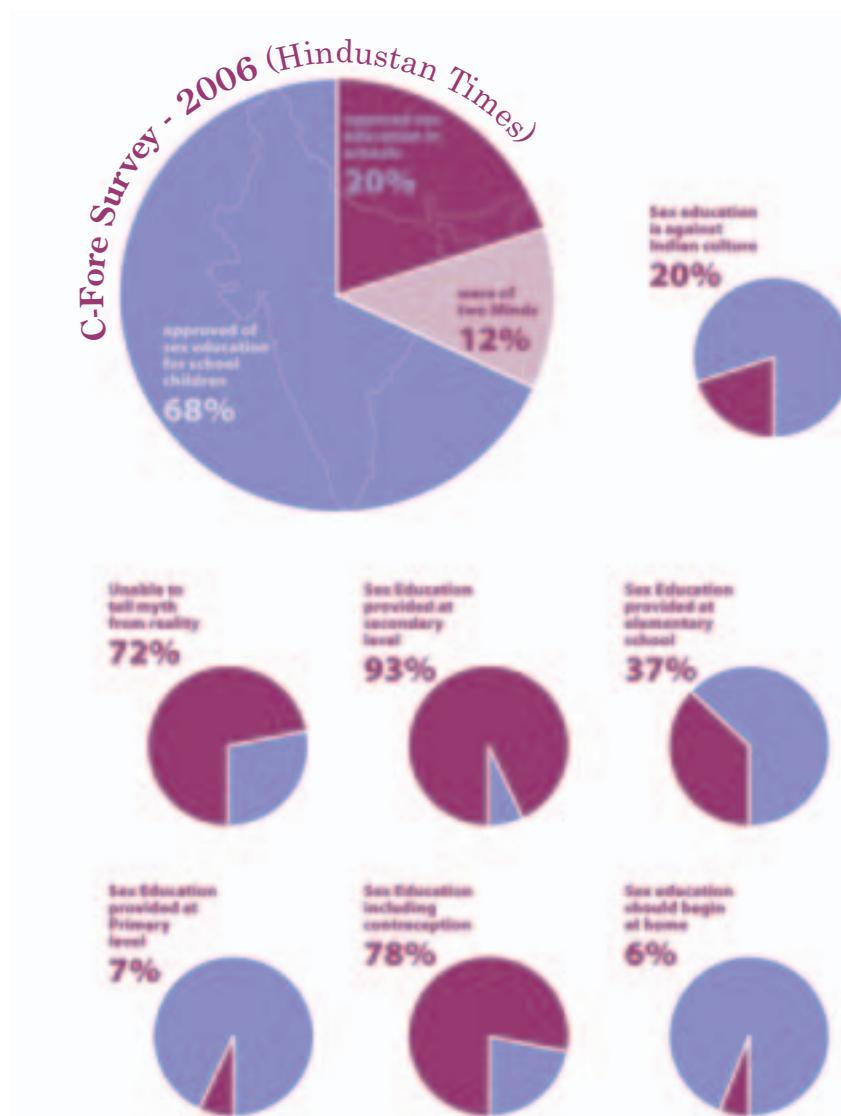
Since the first case was detected in the 1980s, AIDS has become one of the largest killers in the world. Every day, some 7,200 young people are contracting HIV in the world. In India, 15% of HIV/AIDS patients are children under 15 years of age. At a time when HIV infection is rising steadily, sex education – and its presence in the curriculum - has become a burning problem and a matter of hot debate in the country.

In India, the Adolescent Education Programme (AEP) launched in schools by the Ministry of Human Resource Development, has run into trouble. Teachers have been warned that they would face the worst if they took on the programme and taught about sex in classrooms. Nine States have already banned the AEP programme. Now there is a serious question before educators, reformers and leaders as to how to save the country from HIV/AIDS.

The reports of two recent (2006) surveys have been published: The Behavioural Surveillance Survey 2006 and the C-Fore Survey, both conducted by The Hindustan Times. The C-Fore Survey found that 68% of people approved of sex education for school children. It also found 20% opposed sex education in schools, while 12% were of two minds.

In all, 72% of the respondents in Delhi, Kolkata, Mumbai, Chennai and Bangalore believe that children's information on sex is patchy and they are unequipped to tell myths from reality. A high 93% believe that teenagers should be given sex education at the secondary level and 37% favour elementary courses as they grow older. Only 7% want it at the primary level for 11-12 year olds and advanced courses as they grow older.

The study also found 78% want lessons on safe sex including contraception. Of this, 26% do not agree that contraception pro-



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People sit under a mural which illiustrates he methods of HIV transmission

motes sexual activity. The survey reveals that only 6% think sex education should begin at home. One fifth of citizens in metropolitan areas believe that sex education is against Indian culture.

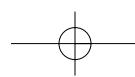
The government can not do away with sexual curiosity among children and young people. There are many ways to teach children about sex. In most African countries, sex education has only one purpose: to fight HIV infection. In Japan and China sex is taught

conservatively in biological terms. In European countries, sex education includes bodily changes, relationships, homosexuality, abortion, child abuse, use of alcohol and drugs.

If the Indian AEP programme is found to be confused and unsuitable, India can draw certain useful lessons from the syllabus and curriculum of European countries. It can consider adapting the Scottish model which, on running into trouble with Catholic

schools, immediately initiated a separate sex education programme called "Call to Love," which is more in tune with the sensitivity of the children and teachers.

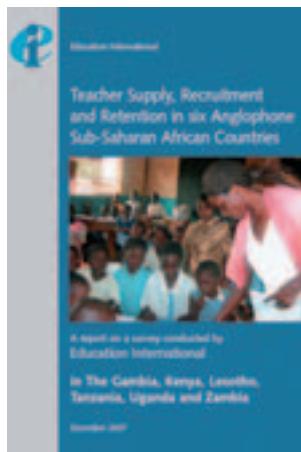
By whatever means necessary, the Government of India needs to come up with a solution which takes account of the cultural sensitivities of the parents, but ultimately which provides the vital education which could make the difference between life and death for a lot of children. |



## Publications

# Africa: EFA threatened by teacher shortage

A critical shortage of properly trained and qualified teachers is threatening the achievement of Education for All and Millennium Development Goals by 2015, according to a new study by Education International.



Kenya, Lesotho, Tanzania, Uganda and Zambia in the course of his research. It focuses on five major issues, namely, teacher supply, teacher attrition, teacher pay and motivation, teacher absenteeism and union involvement in policy development.

"The findings of the study reaffirm the need for EI to continue to lobby governments, UNESCO, the World Bank, the IMF, UNICEF and other UN agencies and organisations to support the training and recruitment of qualified teachers. Without them, we will not be able to provide the world's children with access to quality and relevant public education for all," says Fred van Leeuwen, EI General Secretary.

The study reveals that four of the six countries surveyed have a serious shortage of qualified teachers at both primary and secondary levels. Gambia, Lesotho, Tanzania and, to some extent, Uganda have not suc-

*Teacher Supply, Recruitment and Retention in 6 Anglophone Sub-Saharan African Countries* was written by Dennis Sinyolo, EI Coordinator, Education and Employment Unit, who

ceeded in providing adequate pre-service training facilities to meet demand, current and future. They have failed to significantly increase the numbers of teachers due to budgetary considerations and agreements reached with international financial institutions. Teacher shortages seem to be more acute in remote rural areas and in special subject areas, such as mathematics and science.

Concerning teachers' salaries, the study shows that they are generally below the poverty line or cost of living. The situation is even worse for unqualified teachers, most of whom earn between 40 and 60% of the salary of the lowest paid qualified teacher. And many schools do not provide decent accommodation for teachers.

The average rate of teacher attrition in the six countries is 4%. Most of the attrition is attributed to retirement, resignations, death and dismissals. Many respondents felt that death due to AIDS related illnesses has contributed to the high level of teacher attrition. Brain drain, mainly due to low salaries and poor conditions of service, also exacerbates the high level of teacher attrition.

As a result, teaching has become a stepping stone or a profession of last resort in all six countries. For example, in Tanzania, some teachers discourage their own children from taking up teaching as a career. There is an urgent need to improve the status of the teaching profession in all six countries in order to recruit young people into the profession and retain current teachers. **I**

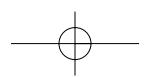
**Table 14: Teachers' gross salaries per month in US dollars(2005-2006)**

Level	The Gambia	Kenya	Lesotho	Uganda	Tanzania	Zambia
Primary	60	152	177	115	20	200
Lower secondary	75	272	265	144	95	250
Upper secondary	90	305	638	260	125	325



©DENNIS SINYOLO/EI

Teachers attending a training session in Zambia



## Testing, testing, testing

# PISA 2006: Pedagogical or political?

Education International, and its member organisations in the OECD and partner countries, are increasingly concerned about politicization of the results of the Programme for International Student Assessment (PISA).

With the release of the latest PISA 2006 results, educators have witnessed the same story unfolding around the world. In countries where students achieved near the top, politicians congratulate themselves and take credit for sound education policy. In countries with lower achievement, politicians blame the school system and teachers for poor performance. In both circumstances, media reports tend to focus on rankings and offer a simplistic "league tables" style approach.

"PISA is about more than ranking the performance of countries and systems, but that is often how it has been reported. And we can rightly ask the question: has PISA just become a media phenomenon?" asked EI General Secretary Fred van Leeuwen.

He urged parents and policy-makers to read such reports with a sceptical eye. "The complexities of education cannot be reduced to sports scores, in which some children are portrayed as winners and others as losers," van Leeuwen said.

Administered every three years in 30 OECD countries and 27 partner countries, PISA tests achievement of 15-year-olds in reading, mathematical and scientific literacy. EI wel-

comes comparative international research in education, and the merit of PISA is that it highlights both quality and equity issues. However, PISA can offer only a snapshot of how a group of students respond to a set of questions. It does not, and cannot, portray a full and nuanced picture of education in any country.

Van Leeuwen said it is of grave concern to teacher trade unionists when they see national governments implementing education reforms with the stated objective of ranking higher on the PISA. "Such superficial objectives are deeply threatening to quality of education and access to education for all," he added.

EI also questioned the OECD's underlying assumption that education systems must focus their objectives to meet labour market demands in the hyper-competitive global marketplace.

**"Schooling should be more than learning for earning. We advocate for a more comprehensive, rounded approach to education that takes into account students' futures as global citizens, not merely as workers"**  
van Leeuwen said.



UK students writing exams

©JOHN WALMSLEY/EDUCATIONPHOTOS.CO.UK

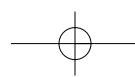


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Educators in the UK are concerned about the impact of high-stakes testing on students' educational opportunities

“The OECD has, from the beginning, developed a very successful communication strategy, and the release of PISA and the OECD work in general actually come quite close to releases of big, commercial events such as the newest Harry Potter book or the new version of Microsoft Windows – and are almost awaited with the same excitement, not by consumers, but rather by policy-makers.”

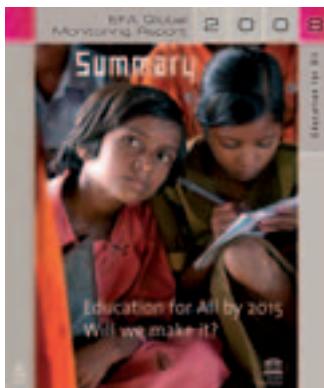
From “The Political Use of PISA,” by Ditte Søbro in *Education International Guide to PISA 2006*. [I](#)



## Updates

# EFA Global Monitoring Report 2008: Political will and national priority strongly needed

**“Time is of the essence: for the 72 million children out of school, for the one in five adults without basic literacy skills and for the many pupils who leave school without acquiring essential skills and knowledge.”**



In his foreword to the *EFA Global Monitoring Report 2008* Koïchiro Matsunaga, UNESCO Director-General, could not have made it plainer. Half way to the target date of

2015, the positive impact of the “Dakar effect” is not to be denied, but much remains to be done and efforts must be sustained to achieve the six goals on Education For All.

What are the principal developments since 2000?

› The Report, entitled *Education for All by 2015: Will we make it?* acknowledges that early childhood care and education programmes improve children’s health, nutrition, well-being and cognitive development. They offset disadvantage and inequality and lead to better achievement in primary school. Unfortunately, the comprehensive care and education of children below age 3 remains a neglected area. Although child mortality rates have dropped, a majority of countries are not taking the necessary policy measures to provide care and education to children below age 3.

› There has been some success in ensuring access to free and compulsory primary edu-

cation. The number of out-of-school children dropped from 96 million to 72 million between 1999 and 2005. But despite overall enrolment increases, sub-national disparities in school participation persist between regions, provinces or states, and between urban and rural areas. Children from poor, indigenous and disabled populations are also at a systematic disadvantage, as are those living in slums.

› The goal of ensuring the learning needs of young people and adults has been particularly neglected. Household surveys show that non-formal education is the main route to learning for many disadvantaged youth and adults in some of the world’s poorest countries. Yet non-formal education programmes remain neglected in terms of public funding.

› Adult literacy remains a serious global issue. Worldwide, 774 million adults still lack basic literacy skills. Some 64% of them are women, a share virtually unchanged since the early 1990s. Of the 101 countries still far from achieving ‘universal literacy,’ 72 will not succeed in reducing their adult illiteracy rates by half by 2015.

› Gender equality remains elusive: sexual violence, insecure school environments and inadequate sanitation disproportionately affect girls’ self-esteem, participation and retention. Textbooks, curricula and teacher attitudes continue to reinforce stereotypes of gender roles in society. Only 59 countries

with data had achieved gender parity in primary and secondary education by 2005, and only 18 out of 113 countries that missed the gender parity goal at primary and secondary level in 2005 stand a chance of achieving it by 2015.

› The quality of education still needs to be supported. Survival rates to the last grade of primary school improved between 1999 and 2004 in most countries, but remained low in sub-Saharan Africa and in South and West Asia. Crowded and dilapidated classrooms, too few textbooks and insufficient instructional time are widespread problems in many developing countries and fragile states. Eighteen million new primary school teachers are needed worldwide to reach universal primary education by 2015. Many governments are hiring contract teachers to save costs and rapidly increase the teaching force, but where such teachers lack adequate training and service conditions, this practice could have a negative impact on quality in the future.

Watch for EI’s analysis of the Global Monitoring Report, to be published soon. **I**

**INFO**

For more information  
see

[portal.unesco.org/education/en](http://portal.unesco.org/education/en)

## Postscript

# Invitation from the Editor

Dear Reader,

I sincerely hope that you have enjoyed reading this edition of Worlds of Education, the first with our new updated look and expanded format. Please let us know what you think. We're always striving to improve EI publications to do a better job of bringing you the news of teachers and education workers around the world.

As always in the teacher trade union movement, there's good news and bad. But whatever the news, you can be sure that educators everywhere are confronting it with courage and creativity. But there's so much going on in 171 countries and territories, we cannot begin to tell all the tales. That's where you come in.

Please, help us share your stories. Write and tell us about activities in your schools and union halls. Tell us about your biggest challenges. Tell us about your victories! And what about the joys of your job? Your voice is powerful, so don't be shy to raise it!

Also, as the old saying goes, a picture is worth a thousand words. Please do send us your photos! In your classroom or on the picket line, colleagues and students at work or play: What images best portray your reality as an educator?.

Please write to [editor@ei-ie.org](mailto:editor@ei-ie.org)  
Please visit us at [www.ei-ie.org](http://www.ei-ie.org)

I really look forward to hearing from you and sharing your stories through our EI magazine and web site.

Warmest regards,

Nancy Knickerbocker  
and EI's communications team

## CALENDAR

### MARCH 2008

- 04-06 Research Network Committee, EI, Brussels, Belgium
- 10-11 Seminar on Teacher Education, ETUCE/EI, Bled, Slovenia
- 28-29 2nd General Meeting of Pan African Teachers' Centre, PACT, Lome, Togo
- 31/03-02/04 4th International Barcelona Conference on Higher Education - 'Higher Education: New Challenges and Emerging Roles for Human and Social Development', GUNI, Barcelona, Spain

### APRIL 2008

- 01-02 Pan European Equality Committee, EI, Brussels, Belgium
- 01-02 Task Force on PPP's, EI, Geneva, Switzerland

### MAY 2008

- 04-09 SIDA Workshop (in conjunction with GUF), LO-TCO, Stockholm, Sweden
- 28/05-13/06 97th Session International Labour Conference, ILO, Geneva, Switzerland

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## A thousand words

A crowd of Kenyan primary school students. In Kenya, free primary education sparks new problems, such as overcrowded classrooms, shortages of supplies and a reduction in teaching quality. The current political crisis increases these problems significantly.

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